



ALABAMA DEPARTMENT OF
**Early Childhood
Education**

Appendix

2019-2020 Early Learning Home Instruction Plan

March 31, 2020

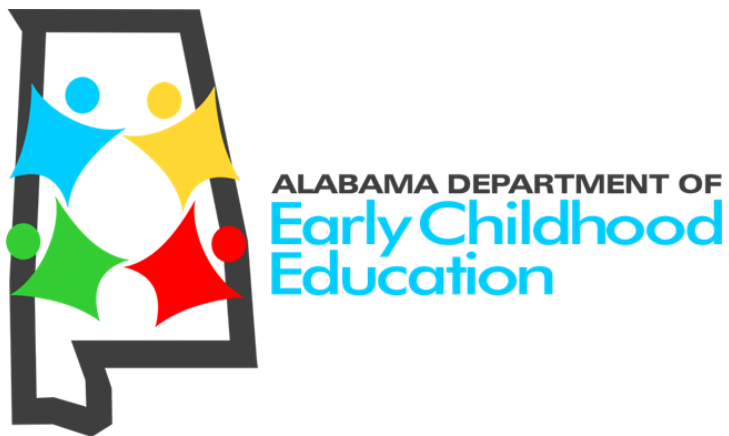


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Developmentally Appropriate Online Tools and Resources

2019-2020 Early Learning Home Instruction Plan

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Developmentally Appropriate Online Tools and Resources

Online Classrooms

Atlanta Speech School Online Preschool

<https://www.coxcampus.org/onlinepreschool/>

Scholastic Learn at Home

<https://classroommagazines.scholastic.com/support/learnathome/grades-prek-k.html>

Language/Literacy

ADECE TumbleBook Library Account

Direct Link: https://www.tumblebooklibrary.com/auto_login.aspx?U=tumble735&P=books

Username: tumble735

Password: books

ADECE AudioBookCloud - This site is an audio book database for kids to adults, however the direct link below provides direct access to the children's section.

Direct Link:

<http://www.audiobookcloud.com/autologin.aspx?U=tumble2020&P=A3b5c6&categoryID=33>

Username: tumble2020

Password: A3b5c6

Learning Language Everyday: Activities for Families (WIDA)

[Learning Language Every Day: Activities for Families \(English\)](#)

[Aprendiendo lenguaje todos los días: Actividades para familias \(Spanish\)](#)

Math

ADECE TumbleMath Account

Direct Link: <https://www.tumblemath.com/autologin.aspx?U=tumble2020&P=A3b5c6>

Username: tumble2020

Password: A3b5c6

Bedtime Math

http://bedtimemath.org/fun-math-at-home/?mc_cid=f006c40b23&mc_eid=b1af2a92b7

Zeno Math

https://zenomath.org/toolbox/?mc_cid=f006c40b23&mc_eid=b1af2a92b7

Science

Big Science for Little Hands

<https://www.scienceworld.ca/bslh/>

Play Plans for Families

<http://www.truceteachers.org/family-play-plans.html>

PBS Science App

<https://pbskids.org/apps/play-and-learn-science-.html>

Music/Art/ Movement

Kindermusik Free Access

https://try.kindermusik.com/get-free-activities-sp/?utm_campaign=COVID-19&utm_source=hs_email&utm_medium=email&utm_content=85448690&hsenc=p2ANqtz-uH5xBOwYbvtKJe74_rLL436LIUv7BS47EJDWfyMFzRLCDPuktY1nMMMjt3OQC5052jN-4_HJwmgrTpfpGzlrXkCDXlfzQOImlvnWNBp-hMzKvVOo&hsmi=85448690

Cosmic Yoga

<https://www.youtube.com/user/CosmicKidsYoga>

GoNOODLE

<https://www.gonoodle.com/good-energy-at-home-kids-games-and-videos/>

Doodle With Mo Willems at Lunch

<https://www.kennedy-center.org/education/mo-willems>

Everyday Learning Opportunities

High Scope Activities

<https://highscope.org/active-learning-at-home/>

Ready Rosie Healthy at Home Family Toolkit

<https://healthyathome.readyrosie.com/en/>

Mighty Minutes App (Apple products only)

<https://apps.apple.com/us/app/mighty-minutes/id1281072423>

Social Emotional

Conscious Discipline

<https://consciousdiscipline.com/>

Teaching the Social Emotional Pyramid

<https://cainclusion.org/teachingpyramid/materials/family/>

Adult Resources: “You can’t pour from an empty cup.”

Devereux Adult Resilience Survey

<https://centerforresilientchildren.org/wp-content/uploads/DARS-Full-Version.pdf>

National Association for the Education of Young Children (NAEYC)

<https://www.naeyc.org/resources/topics/covid-19>

Technology Support

<https://www.common sense media.org/>



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TSGOLD

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Alabama Department of Early Childhood Teaching Strategies GOLD Blueprint

The Alabama Department of Early Childhood Education (ADECE) recommends all sites finalize ratings for documentation in Teaching Strategies GOLD®, the formative and cumulative assessment used to inform instruction. Teachers should use the next few weeks to enter any remaining pieces of documentation. The final checkpoint for the year has been moved to April 17th. Finalization should be completed on or before **April 17th**.

Spring Checkpoint has been moved to April 17th

For objectives without documentation select the child's name and the following statement should be entered in the option "other":

“No documentation due to school closure for COVID-19.”

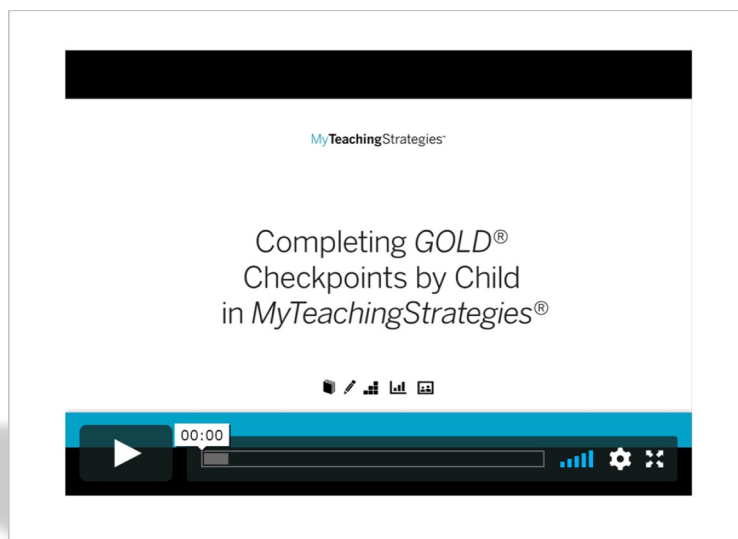
	1	2	3	4	5
Yet					
		Makes simple comparisons between two objects		Compares and orders a small set of objects as appropriate according to size, length,... more	
	Show Examples	Show Examples		Show Examples	
ker Allen	Other	▼ No documentation due to school closure for COVID-19			
arlie Brown					

Checkpoint Resources

Once you have determined that you have sufficient documentation to accurately assign *GOLD*® checkpoint ratings to children's knowledge, skills, and abilities, you can begin the checkpoint process and finalize at any point during the checkpoint period. Please check with your administrator to see if there is any additional program-specific guidance. Below are links to videos to assist with the checkpoint process

Follow the following link to finalize checkpoint by Child:

<https://teachingstrategies.force.com/portal/s/article/Video-Completing-Checkpoints-By-Child-for-Teachers>



Follow the following link to finalize checkpoint by Class:

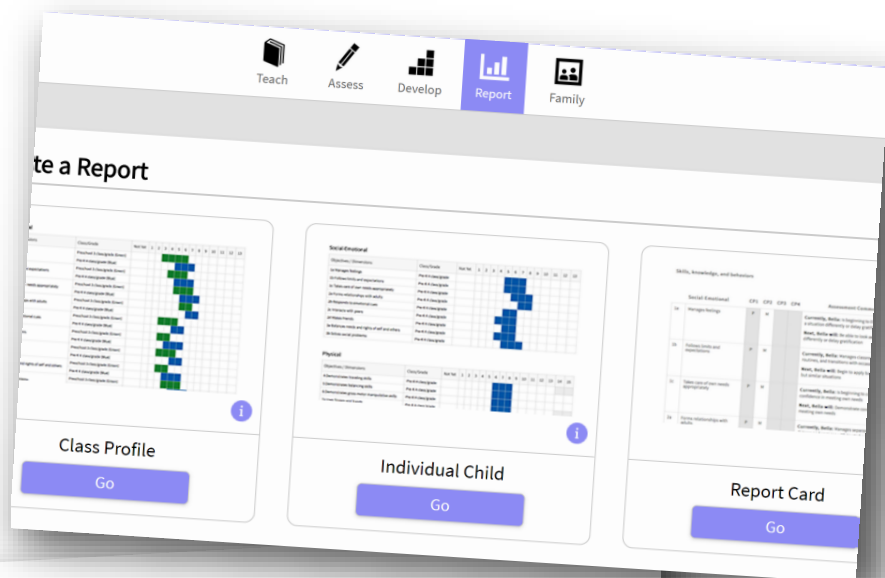
<https://teachingstrategies.force.com/portal/s/article/Video-Completing-Checkpoints-By-Class-for-Teachers>



Individual Child Report

ADECE recommends all sites generate the Individual Child Report for each child to be placed in records/cum folders. This report is to be in addition to the Conference Form and/or the Development and Learning Report that is often used in the final parent conference. Many of the Alabama Approach to Early Learning (P3) grantees use the Teaching Strategies GOLD report card. In addition to the report card, ADECE recommends the *Individual Child report* to be placed in the cum folder with the report card.

Individual Child Report is located under the reports tab.



Individual Child Report: Parker Allen

Birth Date: May 01, 2014

Checkpoint Periods: Fall 2018/2019, Winter 2018/2019, Spring 2018/2019, Fall 2019/2020

Generated On: March 31, 2020

Social-Emotional

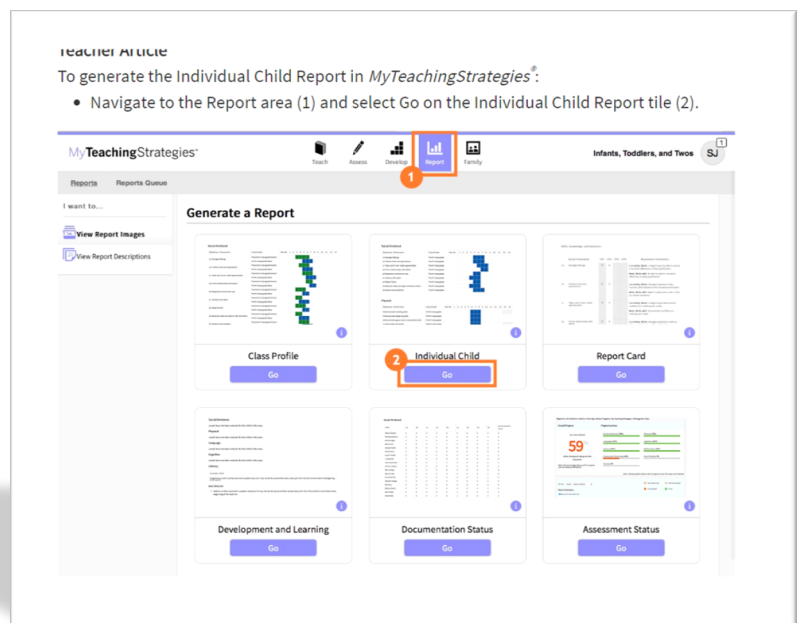
Objectives / Dimensions	Class/Grade	Not Yet	1	2	3	4	5	6	7	8	9	10	11	12	13
1a Manages feelings	Kindergarten						Fall 2019/2020*	08/13/2019							
1b Follows limits and expectations	Kindergarten						Fall 2019/2020*								
1c Takes care of own needs appropriately	Kindergarten							Fall 2019/2020*							
2a Forms relationships with adults	Kindergarten								Fall 2019/2020*	08/13/2019					
2b Responds to emotional cues	Kindergarten						Fall 2019/2020*								
2c Interacts with peers	Kindergarten						Fall 2019/2020*								
2d Makes friends	Kindergarten						Fall 2019/2020*								

Individual Child Report Resources

The *Individual Child Report* in MyTeachingStrategies® compares GOLD® checkpoint ratings or preliminary levels for an individual child with widely held expectations for the child's age or class/grade, during a particular checkpoint period or during multiple checkpoint periods

Link to support article for generating Individual Child Report:

<https://teachingstrategies.force.com/portal/s/article/How-do-I-generate-the-Individual-Child-report-as-a-teacher>



Link to video support for generating the Individual Child Report:

<https://teachingstrategies.force.com/portal/s/article/Video-Generating-the-Individual-Child-Report-in-MyTeachingStrategies>



Family Conference Form

Once teachers have entered GOLD® preliminary levels or checkpoint ratings for a child record, they can create a Family Conference Form for that child record in MyTeachingStrategies®. First Class Pre-K coaches will provide teacher with support for generating the Family Conference Forms.

Final family conferences must be completed by May 22nd.

Link to support article for generating the Family Conference Form: <https://teachingstrategies.force.com/portal/s/article/How-do-I-create-a-Family-Conference-Form>

Article Body
Teacher Article

To create a *Family Conference Form* in MyTeachingStrategies®:

- Navigate to the Family area (1).
- Select *Family Conference Form* on the top navigation menu (2).
- Make sure you are in the correct checkpoint period (3).
- Select Create next to a child who has at least one *GOLD*® preliminary level or checkpoint

Child	Status	Action
Bella Fernandez	In Progress	View Edit
Jonathan Hurst	In Progress	View Edit
Nataasha Scorpino	Not Started	Create
Nesle Madella	Not Started	Create
Ruben Gutierrez	Not Started	Create
Sam Erickson	Not Started	Create
Shauna Samuels	Not Started	Create
Tianne Cotes	Not Started	Create
Troy Johnson	Not Started	Create
Vivian Ponce	Not Started	Create

Link to support generating Family Conference Form:

<https://teachingstrategies.force.com/portal/s/article/Video-Creating-Family-Conference-Forms-in-MyTeachingStrategies>

Teacher Article

MyTeachingStrategies®

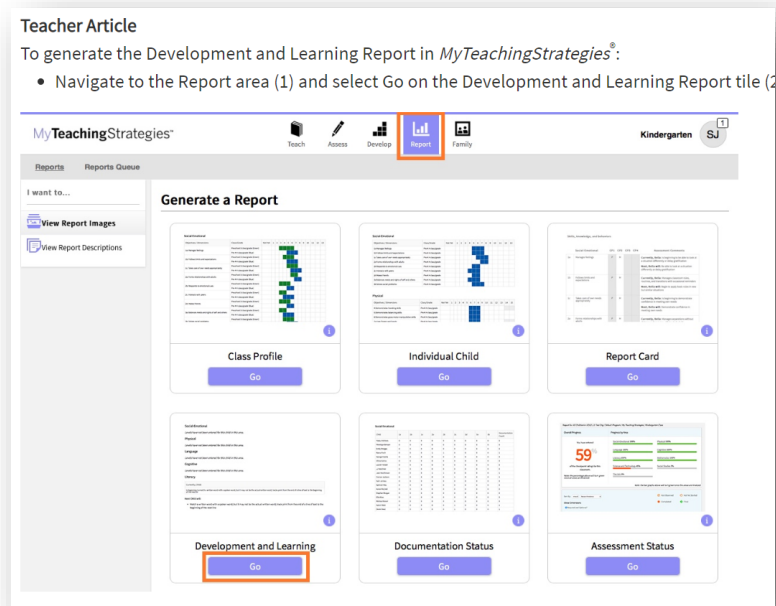
Creating Family Conference Forms in MyTeachingStrategies®

00:02

Development and Learning Report

Teachers can generate the Development and Learning Report in MyTeachingStrategies® to share information regarding a child's strengths in particular areas of development and learning with family members. The report displays where a child's knowledge, skills, and abilities currently are and where they will progress to next. Some teachers use this form to share with the Family Conference Form.

Link to support article for generating the Development and Learning Report: <https://teachingstrategies.force.com/portal/s/article/How-do-I-generate-the-Development-and-Learning-Report-as-a-teacher>



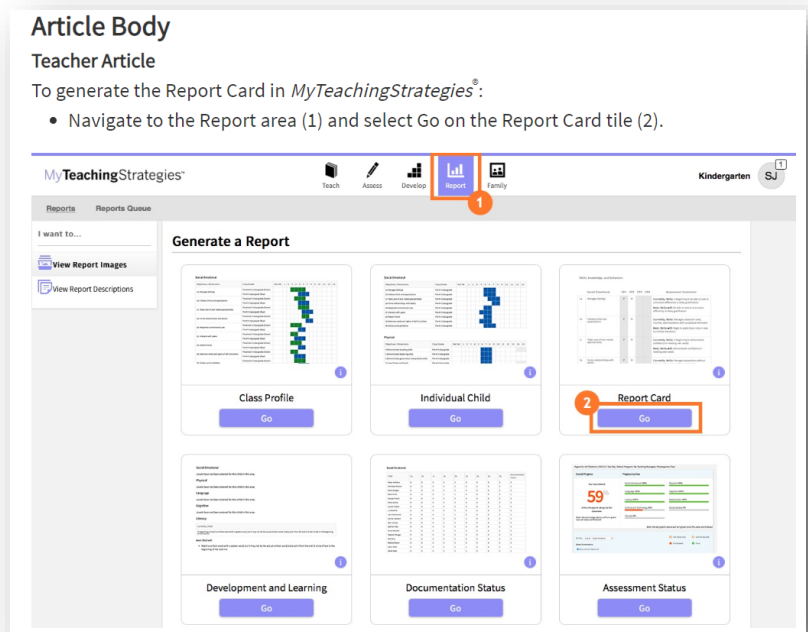
Link to support with generating the Development and Learning Report: <https://teachingstrategies.force.com/portal/s/article/Video-Generating-the-Development-and-Learning-Report-in-MyTeachingStrategies>



Report Card in MyTeachingStrategies®

Some schools in the P3 grant use the Report Card in MyTeachingStrategies® as their system report card. Teachers can generate the Report Card in MyTeachingStrategies® to provide families with up-to-date information about their child's knowledge, skills, and abilities. This report displays information about the child's current abilities, as well as what steps the child can be expected to take next. The Report Card takes information directly from the checkpoint decisions a teacher has made for each child and organizes the information in a way that a family member can independently understand, so it is particularly useful for communicating with families after each checkpoint period. This report is most appropriate for kindergarten classes or above.

Link to article to generate the Report Card: <https://teachingstrategies.force.com/portal/s/article/How-do-I-generate-the-Report-Card-as-a-teacher>



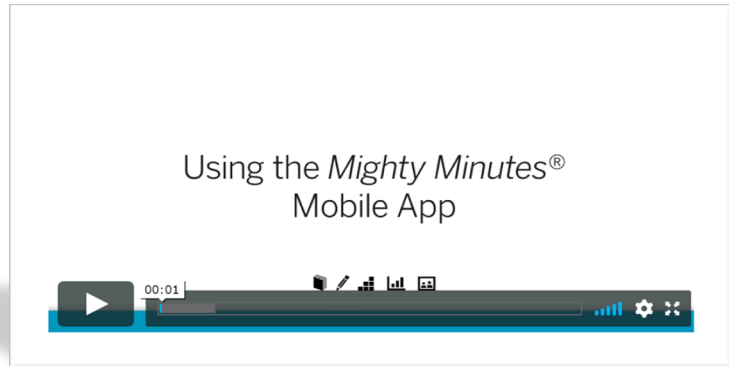
Link to support video on generating the Report Card: <https://teachingstrategies.force.com/portal/s/article/Video-Generating-the-Report-Card-in-MyTeachingStrategies>



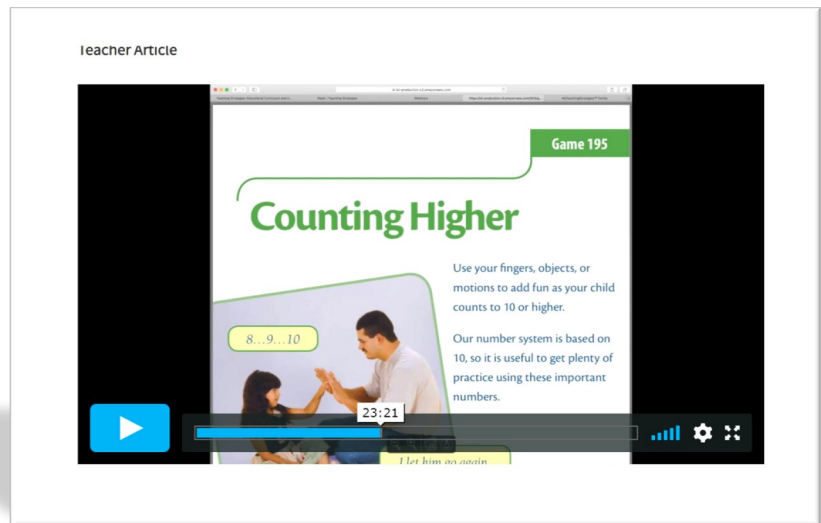
Lesson Plan Template and Mighty Minutes

Teachers can create weekly plans in MyTeachingStrategies® with the planning functionality in the Teach area. MyTeachingStrategies® will be turning on the Digital Component that has the ability to share Family Plans with parents. Click on the link to the webinar that explains how to share family activities that are linked the Intentional Teaching Activities. Many teachers find the *Mighty Minutes Mobile app* to be helpful when planning lessons. A free trial is available until June 30th.

Watch this video to learn how teachers subscribed to The Creative Curriculum®, Digital Resources can use the Mighty Minutes® mobile app in MyTeachingStrategies® : <https://teachingstrategies.force.com/portal/s/article/Video-Mighty-Minutes-Mobile-App>



Link to webinar on how to share plans with family: <https://teachingstrategies.force.com/portal/s/article/Webinar-GOLD-Family-Engagement-Support-for-Teachers>



Link to support video on Creating Weekly Plans: <https://teachingstrategies.force.com/portal/s/article/Video-Creating-Weekly-Plans-for-Teachers>



Reports and Documentation

GOLD® Reports Requirements

For Programs Using the Full Set of Objectives/Dimensions in *GOLD*® :

If your program is using the full set of objectives/dimensions in *GOLD*®, it is important to know that certain reports require 70% of items per area to be completed in order to produce a valid and reliable area level score. When the minimum number of items are not completed in an area, there is not enough data to produce a reliable and valid score for that area. This most commonly occurs when teachers use the “Not Observed” option when entering checkpoint data for an objective/dimension and then finalize the area. An objective/dimension that is marked as “Not Observed” will not count toward the minimum number of dimensions required to complete 70% of an area.

The following reports require that 70% of items per area are finalized in order to produce an area level score:

- Snapshot Report
- Comparative Report
- Growth Report

The charts below represent the minimum number of items that need to be completed per area for reports to generate data at the area level.

Birth Through Kindergarten

<i>GOLD</i> ® Area (B-K)	Total # of Dimensions	Minimum # of Dimensions Required for 70%
Social Emotional	9	7
Physical	5	4
Language	8	6
Cognitive	10	7
Literacy	12	9
Math	7	5

Birth Through Third Grade

<i>GOLD</i> ® Area (B-3rd)	Total # of Dimensions	Minimum # of Dimensions Required for 70%
Social Emotional	9	7
Physical	5	4
Language	8	6
Cognitive	10	7
Literacy	16	12
Math	12	9



ALABAMA DEPARTMENT OF
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Initial Parent-Family/Teacher Conference Guidance and Communication Plan

2019-2020 Early Learning Home Instruction Plan

March 31, 2020

Initial Parent/Family-Teacher Conference: Guiding Questions

Instructions: Please reference these guiding questions when conducting your initial Parent/Family Conference in order to find out the capacity families have to support their child's learning at home. Parent/Family-Teacher Conferences should be completed by April 9, 2020 in order to submit your Final Blueprint Classroom Plan to your DECE Coach by April 10, 2020. Parent/Family responses may be recorded on page 2 of this document.

Guiding Questions:

1. What is the best way to contact you to receive information?
2. What is best platform for your child to receive instruction? (How would it be best for your child to learn?)
3. What is the best time of day for your child to receive instruction?
4. What is the best way for you to get materials and activities from school?
5. Where will your child be during the day?
6. How long will you have each day to work with your child?
(*Note for teachers: National Board for Professional Teaching Standards recommends no more than 1-2 hours a day of home instruction for elementary age students.)
7. Are there siblings in the home? Ages?
8. What types of technology devices are accessible to your 4 year old?

Additional Comments: Please include any additional information you feel is helpful for supporting families during the Home-Learning Experience (examples include: Someone in home sick? Upcoming birthdays? Parents/Guardians temporarily laid-off? Parent/Guardian essential worker? etc) .

**Initial Parent/Family-Teacher Conference:
Guiding Questions Quick Reference Class Form**

Instructions: Use this form to record parent responses to Guiding Questions from Parent/Family-Teacher Conference

Name of Child	Best Way to Contact	Best Platform for Child's Instruction	Best Time of Day for Child's Instruction	Best Way for Family/Child to Get Materials	Child's location During the Day	Amount of Time Available to work with child each day	Number of Siblings in Home & Age of Siblings	Types of Technology Accessible to 4-Year Old Child

Parent/Family Contact Log
(Use of this Template is optional)

Instructions: Use this form to record parent/family weekly contacts. Mark an "X" if parent responds to the communication

Week of (Date): _____

[illegible]



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Lesson Plan Guidelines and Sample

2019-2020 Early Learning Home Instruction Plan

March 31, 2020

Weekly Lesson Plan Guidelines and Sample

Must ensure all children have access to learning opportunities daily

Daily Requirements:

Daily Social Emotional Connection - Provide opportunities for children to build social emotional skills

Suggested Activities:

- ☐ I Love You Rituals
- ☐ Scripted stories- write with children in a live morning meeting or teacher created stories
- ☐ Building peer relationships- Pen pals, virtual small group free play
- ☐ ADECE Connection Calendar
 - ☐ Mindful Moments Monday
 - ☐ Tucker Turtle Tuesday
 - ☐ Wish You Well Wednesday (our community helpers)
 - ☐ Thankful Thoughts Thursday
 - ☐ Family Focus Friday
- ☐ Other: _____

Language/Literacy Opportunity – Create an opportunity to build children’s phonological awareness, comprehension and writing skills

Suggestions to reach children:

- ☐ FaceTime Live Feed (whole class or small groups)
- ☐ Zoom (whole class or small groups)
- ☐ Phone call or video chat (for individuals that do not have access to other options)
- ☐ Family Story Time- provide reading tips for families (through packets, text, emails...)

Physical Activity

- ☐ Gross motor
- ☐ Outdoor play

Once a Week Requirements:

Math Learning Activity (one-on-one, small group or family activity)

Daily Challenge -Family activity using Intentional Teaching Cards or Mighty Minutes

Science Experiment/Solving Appropriate Problems

	Daily Social Emotional Connection:	Language/Literacy Opportunity:	Physical Activity:	Additional Activity:	Weekly Reflection:
MONDAY	Mindful Moments Monday: Teacher models STAR breathing, and the child teaches his/her family	Social Story: Why Can't I Go To School?	Simon Says on Facebook Live		What activities did my students' families get excited about?
TUESDAY	I Love You Ritual: Peter, Peter Pumpkin Eater	Draw a picture of your favorite thing to do at home. My favorite thing to do at home is_____.	Animal Walk: Encourage the student to slither like a snake, hop like a frog, gallop like horse, walk like a bear	Math: Gather items such as buttons, coins, or small toys. Have children sort by color, shape, size, etc.	
WEDNESDAY	Take time to Wish each student well via a voice message using the cell phone.	Teacher Choice: The teacher will read Kittens First Full Moon by Kevin Henkes and discuss the character feelings. *For the parents that do not have internet access, the parent will read a story of their choice and talk with their child about the characters.	Dance Party: Indoor or outdoor-Turn up the music, use lights or decorations Allow students to twist, macarena, dance like their favorite animal or free style their way to fun.	Solving Appropriate Problems: We really miss our friends right now. How can we say hi to our friends without leaving our homes?	How am I handling my personal and professional life?
THURSDAY	I Love You Ritual: Peter, Peter Pumpkin Eater	Families will read their favorite story. Look at the front cover and make predictions about the story. After reading the story, discuss other ways the story could have ended.	Pillow Walk: Set up a line of pillows on the floor. Have your child walk from one end to the other. It may be easy, but their balance will be challenged	Daily Challenge: Intentional Teaching Card: What's Missing?	
FRIDAY	Family Focus Friday: Family Meeting- Create one goal you will do as a family to have fun	Pick objects in your home and create rhyming words.	Get into nature and encourage your child to climb hills, jump over sticks, and balance on tree stumps		



ALABAMA DEPARTMENT OF
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Sample Thematic Units

2019-2020 Early Learning Home Instruction Plan

March 31, 2020

Goal 1

Children will acquire knowledge of healthy personal care routines

Week	Standard	Activity
1	HDL.P.1.4	Talk with your child about germs and handwashing. Ask your child to draw a picture of what he thinks germs would look like if he could see them and what he thinks is the best way to get rid of germs. Resources: https://www.cdc.gov/handwashing/pdf/wash-your-hands-poster-english-508.pdf https://www.cdc.gov/handwashing/pdf/18-294906-germs-are-everywhere-p.pdf Supplies: paper and markers
	HDLP 1.1	Practice handwashing routine with your child using the pictures, see attachment. After you have led your child in the routine a few times, let him or her tell you the steps as you wash hands together. Supplies: soap, sink, towel
2	HDL.P.1.4	Show your child where to get a tissue and where to throw it away. Incorporate acting out blowing your noses with an invisible tissue together. Use the /sh/ sound when pretending to blow. Be sure to include the first step of going to the place where tissues are as well as to place to throw it away.
	HDLP 1.1	Talk with your child about when to wash hands (after using the bathroom, after playing outside, before eating or touching food, after blowing your nose, after touching pets) Give him/her a job at home to remind others when to wash, Handwashing Teacher or Officer, and let him/her create a badge to wear. Supplies: crayons, paper
3	HDL.P.1.4	Talk to your child about when to use a tissue (runny nose versus a booger) and what to do in the case of a sneeze or cough (cough in elbow) using the chant with motions, "Cough and sneeze in your elbow please!"
	HDLP 1.1	When washing hands, let your child choose one of the songs from the list to sing from start to finish, see attachment. Each song lasts about 20 seconds. Supplies: soap, sink, towels, handwashing songs
4	HDL.P.1.5	You and your child can create a dress up box by choosing together some of Mom's or Dad's clothing with buttons, zippers and snaps. Add backpacks, gloves, purses to make the play even more fun! Supplies: Dress Up Clothes
	HDLP 1.3	Ask your child, "Why do we need our teeth?". Child may respond eating, talking. Using a mirror, let your child look at his/her teeth. We can keep our teeth healthy by brushing in the morning and before bed. Model for your child how to put toothpaste on the toothbrush and brush back and forth. Then, let your child put the toothpaste on his/her toothbrush independently. Remember to keep the toothbrush and tooth paste in an area that your child can reach. Supplies: child-sized toothbrush, toothpaste, mirror.
5	HDL.P.1.6	Ask your child to practice putting on and taking off a pair of your socks. Marking the heel with a marker or piece of tape will help. Make this silly by trying to place your child's sock on your toes. Have lots of giggles. Supplies: Socks
	HDLP. 1.3	Let your child show you how to brush your teeth and sing the song together (to the tune of Jingle Bells): <i>Brush your teeth, brush your teeth</i>

		Materials: Eating utensils such as spoon, fork, and butter knife, food, plate, and playdough
4	HDL.P.2.4	<input type="checkbox"/> <i>Encourage your child to use an open cup during mealtimes. If your child is prone to spill their drinks start off with small amount of drinks in cups and add more as needed.</i>
5	HDL.P.2.5	<input type="checkbox"/> <i>Provide pictures of different foods for your children (Magazines, sale papers, or pictures from the internet). Allow children to cut different food that they enjoy. On the paper make two columns labeled healthy and non-healthy. Allow children to place food items on the paper in the different categories. Talk to your children about their choices and whether they are healthy or not healthy. After your discussion guide the children to glue or tape the pictures on the paper in each category.</i> <input type="checkbox"/> <i>Sing a song with your children about eating healthy.</i> <i>Song: (tune – Do you Know the Muffin Man)</i> <i>Oh Do you Eat your Vegetables,</i> <i>Your vegetable, your vegetables,</i> <i>Oh do you eat your vegetables</i> <i>Each and every day.</i> <i>Oh, yes we eat our vegetables,</i> <i>Our vegetables, our vegetables</i> <i>Oh, yes we eat our vegetables,</i> <i>Each and every day.</i> Materials: Magazines, sale papers, or pictures from the internet, glue or tape, scissors, and paper
6	HDL.P.2.5	<input type="checkbox"/> <i>Play I spy with your child using your pantry, cabinet, or fridge. Give your child clues such as “I spy something red, round, and delicious” “Apple” “That’s right!” Continue with other foods and discuss whether they are healthy or unhealthy.</i> <input type="checkbox"/> <i>Let your child help plan meals throughout this stay at home. Encourage your child to think of healthy food items for each meal and snack. Make sure to include all food groups.</i>

Goal 3

Children will acquire knowledge of safety practices.

Materials: Paper, pencil, crayons, markers

Week	Standard	Activity
1	HDL.P.3.1	Make a family tree or list of family members (in your home). Know your family members’ first and last names. Make a map of you home and yard.
2	HDL.P.3.2	Make a list of important phone numbers. Draw the refrigerator on your map. Post a list on your refrigerator.
3	HDL.P.3.3	Discuss the Corona Virus germs. Mark potential spots on your home map. (green)
4	HDL.P.3.3	Make a fire safety plan with your family. Look at your home map. Choose a place to meet if your house has a fire.

		Draw the meeting place on the map.
5	HDL.P.3.3	<p>Make a tornado safety plan with your family.</p> <p>Look at your home map.</p> <p>Choose a place to meet in your house in case there is a tornado warning.</p> <p>Draw the meeting place on the map.</p>
6	HDL.P.3.3	<p>Make a stranger danger plan with your family.</p> <p>Look at your home map.</p> <p>Choose a place to meet in your house in case there is a stranger in your yard or at the door.</p> <p>Draw the meeting place on the map.</p> <p>If you're in your yard, make sure you have a buddy.</p>
	HDL.P.3.1	Discuss safety signs and steps of what to do if you see a stranger.



Handwashing Visual Procedures (English and Spanish)

Handwashing is one of the simplest and most important ways to keep ourselves, our families and our communities safe during the COVID-19 outbreak. These visual procedures remind children how to properly wash their hands.

Young children's brains record information in pictures, so visual instructions are far more helpful than verbal or written instructions. In addition, visual procedures prevent the frustration of repeating the same directions multiple times.

Available in both English and Spanish, this printable resource provides step-by-step visual instructions for proper, effective handwashing. Remind your child that washing their hands is an important way to keep themselves, your family and their community safe and healthy.

HANDWASHING VISUAL



1. Turn on warm water.
Use towel if possible.



2. Wet hands with water.



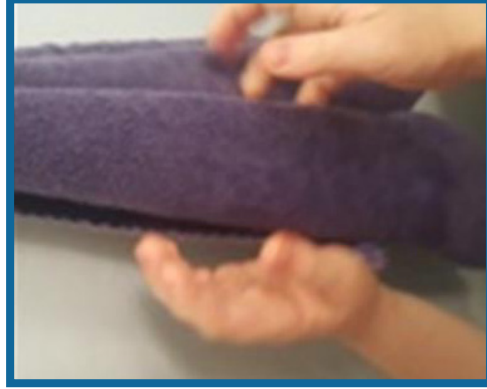
3. Apply liquid soap. Use
wrist or back of hand
if possible.



4. Wash for at least 20
seconds. Rub top and
inside of hands, under nails
and between fingers.



5. Rinse hands under running
water for at least 10 seconds.



6. Find your own towel or a
clean, disposable paper
towel.



7. Dry hands with your own
towel or a disposable paper
towel.



8. Turn off water, ideally with
your towel.



1. Abre la llave de agua caliente.



2. Mójese las manos con agua.



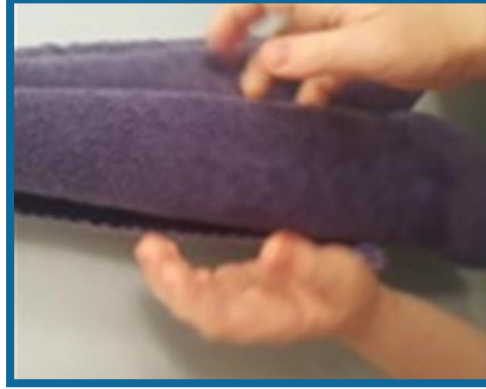
3. Aplíquese jabón líquido.



4. Lávese las manos por 20 segundos. Frote la parte de arriba y la parte de adentro de las manos, debajo de las uñas y entre los dedos.



5. Enjuáguese las manos bajo el agua por lo menos 10 segundos.



6. Consiga su propia toalla o un arrastre de papel.



7. Séquese las manos con su propia toalla o toalla de papel limpia.



8. Deseche el agua con una toalla propia o un toalla de papel.

Songs

Lyrics



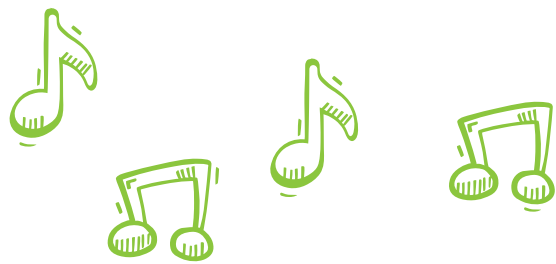
HANDWASHING SONG

Happy Birthday to you, Happy Birthday to you,
Happy Birthday, dear _____,
Happy Birthday to you.

HANDWASHING SONG

Sung to the tune of: Wheels on the Bus

The soap on your hands goes sud, sud, sud.
Sud, sud, sud. Sud, sud, sud.
The soap on your hands goes sud, sud, sud.
And the germs go down the drain.



Conscious Discipline®

Songs

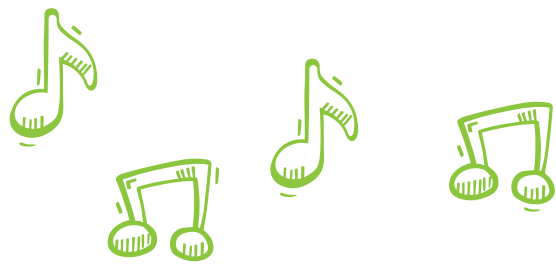
Lyrics



HANDWASHING SONG

Sung to the tune of: Are You Sleeping, Brother John?

Tops and bottoms, Tops and bottoms,
In between, In between,
Scrub them all together,
Scrub them all together,
Till they're clean, Squeaky clean.



Songs

Movements



HANDWASHING SONG

Sung to the tune of: Frere Jacques

Tops and Bottoms, Tops and Bottoms,

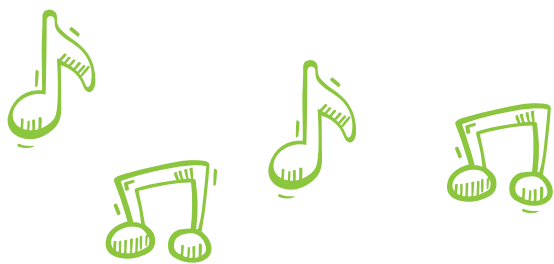
Rub top and bottom of hands

In between, In between,

Rub fingers inside on both hands

All around our hands, All around our hands,

Then we wash. Bam, Bam, Bam.



Conscious Discipline®

Songs

Movements



HANDWASHING SONG

Sung to the tune of: Row, Row, Row Your Boat

Wash, wash, wash your hands,

Wash them nice and clean.

Scrub them here

with hand motion scrubbing together

Scrub them there

with hand motion scrubbing tops of hands

And scrub them in between

with hand motion scrubbing between fingers

Wash, wash, wash, your hands,

Play our handy game

Rub and scrub, scrub and rub,

Germs go down the drain HEY!

Wash, wash, wash, your hands

Play our handy game

Rub and scrub, scrub and rub,

Germs go down the drain HEY



Conscious Discipline®

Goal 3

Children will acquire knowledge of safety practices.

Week	Standard	Activity
1	HDL.P.3.1	Make a family tree or list of family members (in your home). Know your family members' first and last names. Make a map of you home and yard.
2	HDL.P.3.2	Make a list of important phone numbers. Post a list on your refrigerator. Draw the refrigerator on your map.
3	HDL.P.3.3	Discuss the Corona Virus germs. Mark potential spots on your home map. (green)
4	HDL.P.3.3	Make a fire safety plan with your family. Look at your home map. Choose a place to meet if your house has a fire. Draw the meeting place on the map.
5	HDL.P.3.3	Make a tornado safety plan with your family. Look at your home map. Choose a place to meet in your house in case there is a tornado warning. Draw the meeting place on the map.
6	HDL.P.3.3 HDL.P.3.1	Make a stranger danger plan with your family. Look at your home map. Choose a place to meet in your house in case there is a stranger in your yard or at the door. Draw the meeting place on the map. If you're in your yard, make sure you have a buddy. Discuss safety signs and steps of what to do if you see a stranger.

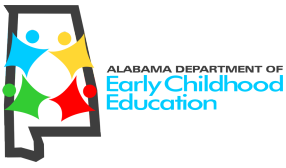


ALABAMA DEPARTMENT OF
**Early Childhood
Education**

Individual Classroom Blueprint Plan

2019-2020 Early Learning Home Instruction Plan

March 31, 2020



Individual Classroom Blueprint Plan
2019-2020 Early Learning Home Instruction Plan
(To be submitted to ADECE coach by April 10, 2020)

What delivery options works best for you and your families?

What methods will you use to contact families?

What live feed platforms do you and your students' families have access to in order to provide live instruction?

What other online resources do you plan to use for virtual interactions with students?

How will you distribute packets, resources and materials to families?

What are your plans to finalize TS GOLD checkpoint by April 17, 2020?

Are all post DECA-P child assessments complete? Yes / No

Number of families that have signed up for Born Ready: _____

What plans do you have to meet your students' individual needs including but not limited to IEPs, 504 plans, and Dual Language Learners strategies?



ALABAMA DEPARTMENT OF
**Early Childhood
Education**

Is it Developmentally Appropriate?

2019-2020 Early Learning Home Instruction Plan

March 31, 2020


Is it Developmentally Appropriate? Let's see...



In early childhood education (birth through 8 years of age), we have a term we use to determine if an adult should do an activity with a child. This term is “developmentally appropriate”. What this term does is it looks at the activity and asks is it appropriate where that child is in development. It is one of the most important topics in early childhood because if activities are too easy a child becomes bored and won't learn. If an activity is too hard, a child will get frustrated and either get angry or give up and this creates a negative feeling to learning. The magic space is developmentally appropriate because we want the activity to be challenging enough where learning happens, and the brain grows! As a teacher, we know that if we build too fast, the foundation is weak and learning that comes next will be weak. Therefore, it is so important in the first 8 years of life to understand child development, brain development, and to be aware that many activities look cute but are not appropriate. In this uncertain time, parents feel as though they are being thrust into a teacher's role and we as teachers want to give you a cheat sheet to help you navigate the thousands of activities that are flooding social media. How do you choose?

One last thing, many of us are working from home and trying to support our children academically. For early childhood, I will say it is quality over quantity. When you feel that you must fill your child's day with activities, remember a high-quality activity that covers multiple academic areas (math language, reading, art) is better than one activity in each spread out over the day. Why? Well kids are amazing little creatures, they learn by doing and they learn as a whole being, they learn better when material is connected and relevant to them. This is tough for us who were taught letters, then numbers, then we painted, then we read a book. But what brain scans show us about young children is they learn better when subjects are connected and even better when real life. Remember mundane things bore you because you have been on this earth for 20, 30, 40 years- this is all still new to them.

Instead of giving you more activities, the chart below will help you filter the flood of ideas that are drowning you. You can choose what is best for your child at their age and their interests. You got this! Welcome to the world of early childhood education!



Age of Child	Focus of Development	Is this a good activity to do with my child (Developmentally Appropriate). If you answer yes to any of the questions, then it is quality
<p>0-9 months (young infants)</p>	<p>Security and Safety (they look for you to comfort and calm them)</p> <p>Be calm and predictable in all routines such as changing diapers and feeding, your face is their focal point</p> <p>Avoid digital media (other than video chatting)</p> 	<p>*Does this activity involve the caregiver and child interacting?</p> <p>*Does this activity involve things such as singing or gentle movements (dancing)?</p> <p>*Does this activity involve you speaking to your child?</p> <p>*Does this activity ask you to follow your child's lead (watch their body clues as to what interests them)?</p>
<p>8-18 months (mobile infants)</p>	<p>Explore (they need a safe place from which to explore)</p> <p>Be calm and predictable in all routines such as changing diapers and feeding. You are still a focus but so is the new world around them. Science tells us that the longer you stay focused on an item your child will build their attention span...this means be totally engaged and they will stay engaged longer.</p> <p>How long should an activity last? Average attention span without an adult is about 1-2 minutes; with an engaged adult 2-4 minutes</p> <p>Why? This age is meant to move and explore- there is a lot to learn!</p> <p>Avoid digital media (other than digital chatting)</p>	<p>*Does this activity offer your child a opportunity to move?</p> <p>*Does this opportunity ask you to read or talk with your child such as nursery rhymes?</p> <p>*Does this activity ask you to follow your child's lead (when they point to something do you follow where they point and then name it)?</p> <p>*Does this activity involve the senses like taste, touch, sound, smell, sight (involving the senses engages the brain and then give words to the experience)?</p> <p>*Does the activity allow the child to explore new activities safely?</p> <p>*Does the activity have simple games like peek-a-boo (think old school games there is a reason they have been around so long...they work)?</p>
<p>18-36 months (toddlers)</p>	<p>Identity (they are developing a sense of who they are and who you are)</p> <p>Be calm and predictable in all routines. Be clear in stating what you want the child to do. Stay positive!</p> <p>Finding out who they are means that a very special part of their brain is turning on and it is what makes them realize they are different from you as their parent. This means that</p>	<p>*Does this activity encourage choice (do you want red or blue crayon)?</p> <p>*Does this activity allow for movement?</p> <p>*Does this activity allow for simple problem solving (how to get a toy out of a box)?</p> <p>*Does this activity ask you to sing or teach a song to a child with movements?</p> <p>*Does this activity discuss feelings in simple terms?</p> <p>*Does this activity allow for creating such</p>

	<p>“no” is them experimenting with the idea that they can do something different from you. Its what makes toddlers so challenging, but it is a necessary part of brain development.</p> <p>They understand more than they can say</p> <p>Attention span: 2-3 minutes. With an engaged adult 4-6 minutes with the activity</p> <p>Watch digital media with your child (because they learn from watching & talking with you). Limit screen time to under 1 hour a day (only high-quality programming). Co-viewing is best when possible. Young children learn best when they can experience what they saw on the screen in the real world, so re-teach what was presented during screen in a real-world, hands-on way</p>	<p>as with paint, crayons, or markers (are you ready for a mess)?</p> <ul style="list-style-type: none"> *Does this activity allow you to follow your child’s lead and follow their interests safely? *Does this activity use gross motor such as running, crawling, climbing, jumping? *Does this activity allow a child to explore with their fingers with small movements such as holding a crayon or stacking? *Does this activity begin to introduce self-regulation skills such as teaching them to play freeze to music (this will take time, have patience)? *Does this activity ask you to play house or act out other routines that your child knows? 
3-5 years	<p>Known as the “Magic Years” because they use more words, their imagination soars, their bodies start to get stronger, they can plan and create</p> <p>Attention span develops up to 10 to 15 minutes, but this takes time to develop over these two years. Three-year olds will have about 6-8 minutes.</p> 	<ul style="list-style-type: none"> *Does this activity allow your child to create with materials such as paints, markers, crayons? *Does this activity ask you to look for problem solving opportunities and then ask your child for some ideas? *Does this activity ask your child to write or attempt to write in a meaningful way? *Does this activity ask your child to pretend play with different props? *Does this activity ask your child to use numbers in a meaningful or fun way? *Does this activity ask your child to use their whole body to play? *Does this activity ask your child to create a game and rules for you to play together? *Does this activity ask your child to learn a new song or make one up? *Does this activity ask your child to use their fingers in stacking, building, legos, or other quiet activities? *Does this activity ask your child to create their own stories and you to write them down for them?



Watch digital media with your child (because they learn from watching & talking with you). Limit screen time to 1 hour a day (only high-quality programming). Co-viewing is best when possible. Young children learn best when they can experience what they saw on the screen in the real world, so re-teach what was presented during screen in a real-world, hands-on way.

*Does this activity ask your child to use their imagination?

5-6 years

Enjoy pushing the limits on what their bodies can do: they want to know how high they can jump, how fast they can run, or how far they can throw.

Building fine motor skills that will assist in helping the child begin handwriting, cutting, and drawing.

Interested in forming relationships with their peers and adults. They are starting to be concerned with how others feel about them and how they feel about others. They are also learning to problem solve on their own but will need some assistance from adults

Building language and literacy skills that will later turn into reading and spelling.

Watch digital media with your child (because they learn from watching & talking with you). Limit screen time to 1 hour a day (only high-quality programming). Co-viewing is best when possible. Young children learn best when they can experience what they saw on the screen in the real world, so re-teach what was presented during screen in a real-world, hands-on way.

*Does the activity include a safe place and the freedom for the child to jump, run, and throw while also teaching boundaries and limits?

*Does the activity allow for the child to use their hands, including activities that allow the child to freely write, draw and cut paper?

*Does the activity allow for discussion and practice around cooperative play and healthy relationships?

*Does the activity allow for the adult to offer praise or encouragement to the child?

*Does the activity allow for problem solving with the assistance and encouragement from an adult?

*Does the activity introduce letter recognition, letter-sound recognition and sight word recognition?




6-7 years
Primary

The child enjoys exploring, reading, reasoning, problem solving, communicating through conversation and writing, and developing lasting friendships.

*Does the child have a desire to read?

*Does the child have the motivation to solve mathematic problems?

	<p>The child is building on social skills and physical abilities (competition should be at an individual level. For example: meeting their own goals, doing better than an earlier performance.)</p> <p>Show that you care about their needs, interests, the relationship, and demonstrate genuine enthusiasm for the task at hand. Encourage persistence, support the child when they try new tasks.</p> <p>Watch digital media with your child (because they learn from watching & talking with you). Limit screen time to 1 hour a day (only high-quality programming). Co-viewing is best when possible. Young children learn best when they can experience what they saw on the screen in the real world, so re-teach what was presented during screen in a real-world, hands-on way</p>	<p>*Does this activity allow the child to use mental representations and think in concepts of height, length...</p> <p>*Does this physical activity promote cooperation and validation?</p> <p>*Does this activity build on empathy skills, express respect and appreciation for diversity?</p> <p>*Does this activity help to develop collaboration with others?</p> <p>*Does this activity help build a sense of connection between the child and another person (an adult or another child)?</p> 
7-8 Years	<p>Physical, mental and social skills are rapidly developing.</p> <p>Attention Span is about 16 minutes.</p> <p>Screen Time limited to 1.5 hours a day.</p> <p>The child enjoys answering open-ended questions, discussions about right and wrong, making independent decisions, uses a vocabulary of several thousand words, and solves more complex problems.</p> <p>The child is emotionally sensitive, he may have strong emotional reactions.</p> <p>The child is very curious about the world we live in. He enjoys projects and play that build on interest about the world around him.</p> <p>The child's moral compass is high?</p> <p>Show support by talking with your child about future goals, responsibility, and patience.</p> <p>Also, having fun with your child by playing board games and reading.</p>	<p>*Does this activity help to build a sense of responsibility?</p> <p>* Does this activity allow him to express experiences or thoughts?</p> <p>* Does this activity help build concern for others?</p> <p>*Does this activity help build self-control?</p> <p>*Does this activity help develop independence?</p> <p>*Does this activity aid in understanding his /her place in the world?</p> <p>*Is this cultural experience centered around the child's interest?</p> <p>*Does this activity have clear rules and directions to follow?</p> 

Remember, you've got this! You are doing a beautiful job figuring this out, however it looks for you & your family. This is heavy stuff, and you are doing it! We're here for you & are in this together. Your child simply needs you. Share these precious moments with them. They simply need you!

